TOPIC: Men and women at work

AGE: secondary school

TIME: 45 minutes

AIMS: - to give students practice of the modal verb *can* to talk about abilities

* to give students revision of names for jobs
* ­to give students revision of action verbs to do with abilities
* to motivate students to discuss a subject in pairs and groups
* to make students aware of the rules for conducting a discussion

METHOD: group work, pair work, discussion

MATERIALS: - set of cards [*Elementary Communication Games*] – one card per student [Appendix 1]

* job ad – one per pair or transparency [Appendix 2]
* set of four letters of application per pair [Appendix 3]
* set of rules for discussion [Appendix 4]
* marking scheme of the discussion [Appendix 5]

PROCEDURE:

* teacher gives each student a card: half of them are employers, the other half are job-seekers; the object of the game is to find a match; in order to do this the employers will have to move around the class and ask each student about their abilities as stated on the role cards; the game is over when each student has found a job; if there is an odd number of students, one of them should be allowed to take on two employees
* divide the class into pairs and give each pair the job advert or display the ad over an OHP or multimedia projector and discuss its contents to make sure all the students understand what skills are necessary for the job
* give each pair of students a set of four job applications to analyse and rate the candidates for the job advertised
* pairs of students are joined into groups of four and fulfil the same task; depending on the number of students and if there is enough time, this negotiating can go on until the whole class agree
* students present their order of candidates and justify their choice
* one of the reasons for their choice of candidates will be whether they are a man or a woman, which will lead to a discussion: *Women should stay at home and look after the children rather than make a career*; teacher leads the discussion; the rules for discussion and marking scheme are displayed so that all the students can see them – if the students are not familiar with the rules, the teacher can briefly comment on them.

Since the main objective of this part of the lesson is to encourage the students to express their opinions clearly, the teacher may let the students switch into Polish to feel more confident.

APPENDIX 1

|  |  |  |  |
| --- | --- | --- | --- |
| **You can**:  swim  speak French  type | draw and paint  play the piano  sing | **WANTED**  *Kindergarten Teacher*  must be able to: | swim  speak French  sing  play the piano |
| **You can**:  type  ride  ski  sew | cook  drive  swim  speak German | **WANTED**  *Au Pair*  must be able to: | speak German  ride  drive  cook  sew |
| **You** **can**:  speak French and German  use the computer  play the piano | type  drive  swim | **WANTED**  *Secretary*  must be able to: | type  use the computer  speak French and German |
| **You** **can**:  swim  drive  speak French and English  type | use the computer  play tennis  cook | **WANTED**  *Journalist*  must be able to: | drive  type  use the computer  speak French and English |
| **You** **can**:  ride  swim  ski | play tennis  drive  speak German | **WANTED**  *Sports Instructor*  must be able to: | ride  swim  play tennis  ski |
| **You** **can**:  read music  play the piano | play the violin  sing  draw and paint | **WANTED**  *Art and Music Teacher*  must be able to: | sing  draw and paint  read music  play the piano and violin |

*Looking for a Job* [from J. Hadfield. *Elementary Communication Games*]

APPENDIX 2

|  |
| --- |
| **International**  **Sales**  **Representative** |

Wanted:

for an international company.

The company has got offices in

England, France, Japan, Holland and Greece.

* Can you drive?
* Can you type?
* How many languages can you speak?
* Can you sell computers?

**This is a wonderful job – for the right person.**

Write to: Lemon Computers plc.

Bovis Street, Bradford, UK

APPENDIX 3

183 Belsize Street

Newcastle

NW6 2NJ

Dear Sir or Madam,

My name is Christine Halloway, and I am twenty-six years old. I am a salesman for a hi-fi company at the moment. I can speak French and Spanish. I have got a driving licence, and I can type. I do not know much about computers, but I can learn fast.

NAME Terence Miller

ADDRESS 17 Dalglish Road, Edinburgh

AGE 24

PRESENT JOB Advertising Manager, *Computer World* Journal

DRIVING LICENCE Yes

TYPING 50 words per minute

LANGUAGES French, Italian, German, Norwegian

183 Belsize Road

London

NW6 2NJ

Dear Sir or Madam,

My name is James Hammond, and I am twenty-three years old. I am a salesman for a hi-fi company at the moment. I can speak French and Spanish. I have got a driving licence, and I can type. I do not know much about computers, but I can learn fast.

NAME Tricia Miller

ADDRESS 17 Dalglish Avenue, Liverpool

AGE 25

PRESENT JOB Advertising Manager, *Computer World* Magazine

DRIVING LICENCE Yes

TYPING 50 words per minute

LANGUAGES French, Italian, German, Swedish

APPENDIX 4

Every teacher knows that in order to have an open discussion, it is important to establish an atmosphere of trust and mutual respect in the classroom. One way to help create a "safe" environment, is to develop 'Rules for Discussion' – ideally this should be done at the beginning of the year and involve the student in the process; the students should refer to the rules whenever they have a discussion later on.

General principle**:** The purpose of a good discussion is to work with others to come up with the best set of ideas or ways to deal with a situation or a problem.

1. Only one person speaks at a time.
2. Give others your time and attention - listen carefully to the person who is speaking.
3. Always think before you speak.
4. Do not interrupt when someone else is speaking.
5. Raise your hand to be recognized if you want to say something.
6. Make use of what others have to say when it is your turn to speak.
7. Do not remain silent – try to contribute to the discussion.
8. Do not monopolyse the discussion. Once you have had your turn, let at least two other people talk before you speak again.
9. When you disagree with someone, make sure that you make a difference between criticizing someone's idea and the person themselves.
10. Do not pass judgment.
11. Talk to your interlocutors, not about them.
12. Don’t give „good advice”.
13. Don’t overgeneralise.
14. When you make a statement, illustrate it with a simple example.
15. Before criticising someone’s statement, make sure you understand them correctly – ask for clarification.
16. Do not laugh when a person is saying something (unless they are making a joke).
17. If you refer to a fact, name your source.
18. Encourage others to participate.
19. Support good ideas that other people have, even if they are different from your own.
20. Be ready to change your opinion if someone makes a good point.

APPENDIX 5

Marking scheme for a discussion

|  |  |
| --- | --- |
| Giving information based on fact [e.g. newspaper article, Internet source] | +2 |
| Making a comment or developing someone else’s point | +2 |
| Making a statement [giving your opinion] | +1 |
| Making an analogy | +1 |
| Pointing out a mistake | +1 |
| Starting the discussion | +1 |
| Livening up the discussion | +1 |
| Encouraging someone else to join in | +1 |
| Monopolising the discussion | -1 |
| Diverting the discussion | -1 |
| Interrupting | -2 |
| Making personal comments about other participants | -2 |
| TOTAL |  |